

K - 5 Math Unit

Subject/Grade/Course	Math – 2 nd Grade
Unit Title	Unit 1 - Understand Place Value (Hundreds, Tens, Ones)
Unit Length	25 days

Standards	
Grade- or Course-Specific Power Standards	
<u>2.NBT.1</u> <i>Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.</i> (Correlates to NCSCOS Math Objective 1.01a)	
<u>2.NBT.3</u> <i>Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: <u>Expanded form will be taught in Unit 3.</u>)</i> (Correlates to NCSCOS Math Objective 1.01b)	
<u>2.NBT.4</u> <i>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</i> (Correlates to NCSCOS Math Objective 1.01c)	
Supporting Standards	
<u>2.NBT.2</u> <i>Count within a 1,000; skip count by 5's, 10's, and 100's</i>	
<u><i>NC Department of Public Instruction</i></u> <u><i>"Unpacked" Standards</i></u>	
Critical Areas of Focus Extending understanding of base ten notation.	
"Unwrapped" Power Skills Bloom's Taxonomy Levels	"Unwrapped" Concepts (students need to know)
(2.NBT.1) Explain (Understand - 2)	<ul style="list-style-type: none"> • Digits in a 3 digit number represents amount of hundreds, tens and ones. • Special cases <ul style="list-style-type: none"> ▪ 100 is a bundle of 10 tens
(2.NBT.3) Read (Remember -1)	<ul style="list-style-type: none"> • Numbers to 1000
Write (Remember -1)	<ul style="list-style-type: none"> • Numbers to 1000
Use (Apply-3)	<ul style="list-style-type: none"> • Base ten numerals • Number names
(2.NBT.4) Compare (Understand - 2)	<ul style="list-style-type: none"> • Two three-digit numbers
Use (Apply - 3)	<ul style="list-style-type: none"> • Symbols <ul style="list-style-type: none"> ▪ >, <, = to record comparisons

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Numbers are composed of hundreds, tens 	<ul style="list-style-type: none"> • How do I compose numbers up to 1,000?

K - 5 Math Unit

and ones. <ul style="list-style-type: none"> The value of a number is dictated by the place of the digit. Skip counting is using a pattern to count. 	<ul style="list-style-type: none"> How do you know the value of a number? How do patterns help me skip count?
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Engaging Learning Experience:

Description:

The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.

Tasks	Description	Length
Task 1	Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item.	1 - 7 days
Task 2	Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words.	1 – 6 days
Task 3	Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy.	1 – 6 days
Task 4	Make a chart to show your findings to the PTA treasurer. Your chart should include how much was in inventory, how much needs to be bought, and how you determined this for each item.	1 – 6 days

Assessments

Pre-Assessment	Post-Assessment
Scoring Guides and Answer Keys	

Unit Vocabulary

Unit Vocabulary Terms	Vocabulary Strategies
place value hundreds tens ones skip count	Math Word Wall Illustrated vocabulary cards Matching word, picture, and definition Frayer model For other ideas: http://www.primary-education-oasis.com/math-vocabulary-words.html http://guidedmath.wordpress.com/2011/01/16/more-math-vocabulary-strategies-do-these-in-guided-math-groups/

K - 5 Math Unit

Click here for Unit Vocabulary Cards	http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html
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8 Mathematical Practices	
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

Reflection	
What worked well?	What adjustments need to be made?